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OS 0631-63

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6 October 1969

MEMORANDUM FOR: Director of Training

THROUGH : Chief, Operations School

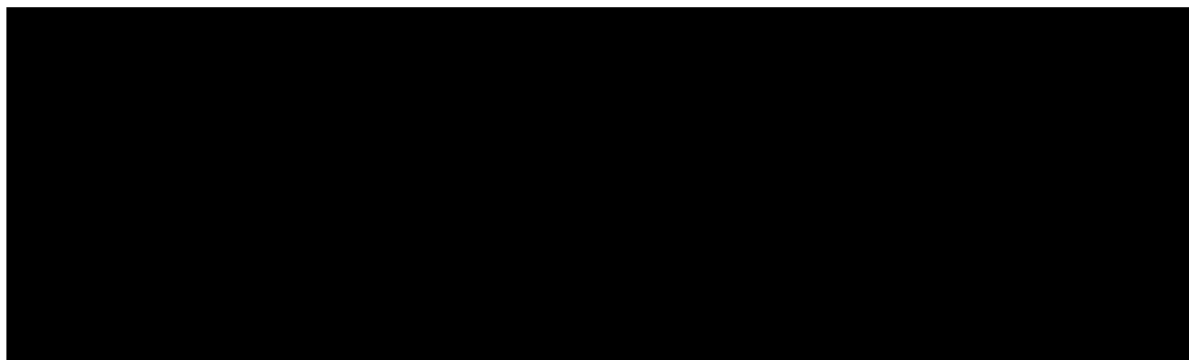
SUBJECT : Course Report, Counterintelligence Survey Course

1. The CI Survey Course was convened at Room 803, 1000 Glebe Rd. Eighteen students (eleven female) were enrolled and completed the course.

2. Class Profile:

a. Ten students had been enrolled for the predecessor CI Familiarization Course and were automatically enrolled in the CI Survey. The Training Officers had been informed of this and of the general scope of the revised course. Several of the students, though, had not been informed and anticipated the predecessor course.

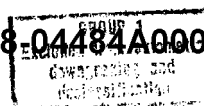
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c. The class roster is Attachment A.

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3. Course Content and Presentation:

a. This course is a rather wide departure in content, speakers, and objectives from the predecessor course. Several guest speakers were new to the course and all other participants, including the Chief Instructor, were speaking on topics which had been recast in direction and content. As may be expected, these changes resulted in a wide range of performances. This was somewhat aggravated by the rather brief time between approval of the revised concept of the course and the opening day. Nevertheless, it appears from the observations of the Chief Instructor, contributory observations by other members of the Operations School and from student critiques (discussed below) that the students left the course fully equipped with a new or renewed concept of counterintelligence and oriented toward implementing their CI objectives.

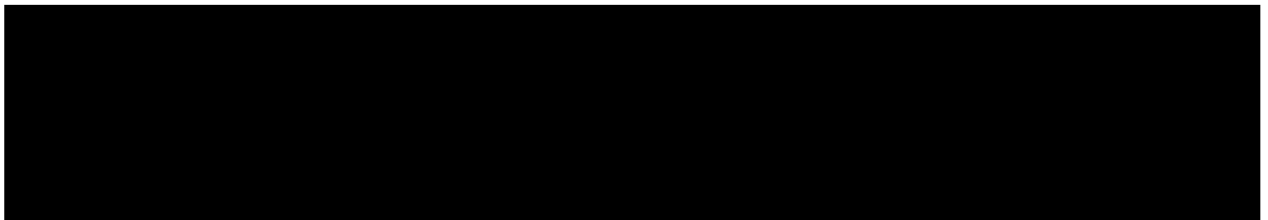
b. The major changes made have been:

(1) Eliminating those portions of the CI Fam which sought to teach the student specific performance of a CI job.

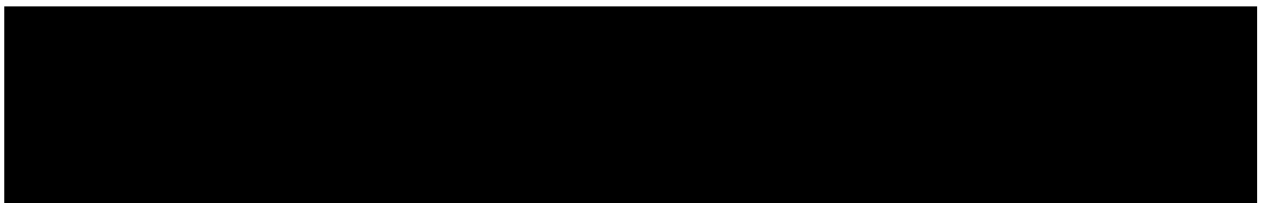
(2) Eliminating films which were either repetitious or unsuitable to the recast scope of the course.

(3) Recasting the course to a description of the broad spectrum of counterintelligence and to the strategy and tactics of CI in the Covert War.

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d. The course schedule is Attachment B.

4. Student Critiques:

a. The students, although asked to be alert to the fact that this was a very much recast course and asked to provide careful critique,

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did not comment upon new or unpolished presentations.

b. Comment was equally divided among "moderate" and "exceptional" with reference to achievement of objectives, while the course value was reported four times as much in the "considerable" column than was reported in the "moderate" column. One more student rated the course "of great interest" than had rated it "of moderate interest." An overwhelming majority of the students, rated the course "sufficiently comprehensive" although many suggestions were received in this category. Those who felt that the course was not sufficiently comprehensive, or that extraneous matter had been included either wanted more case studies or felt that topics which they had already been instructed in or in which they were disinterested may have been treated too extensively. All of the responding students believed that the interrelationship of the various topics had been demonstrated. Under the heading of proper balance, the majority of respondents endorsed the structure, although individuals wanted more discussion, problem solving exercises, case studies and more reading time. The students, with but three exceptions, felt that the reading materials were adequate. The dissenters wanted to read cases, or to read less of the regulatory issuances. All students said that they would recommend the course to other employees.

c. Among various comments which warrant special consideration are the following:

(1) Several of the students indicated a desire to read or discuss CI Cases, but these comments came from less than one-quarter of the students. With but one exception other observations of these critiquing students indicated a preponderant counterespionage interest and a bias toward highly active aspects of operations. It is the Chief Instructor's conclusion that while a case may be given the students to read, no single case can be found which will provide adequate illumination of the principles being taught, and thus fragments from several cases would have to be used. We do, in fact use these now, as examples. It appears that those who desire cases in this kind of course are seeking vicarious participation and entertainment rather than support of the subject being taught.

(2) Several students demonstrated their willingness to be entertained and be fed exciting information, but rejected laboring with the mundane side of the subject. As an example, a student critique would show rejection of discussions, reading, or lecture on the subject of authorities for counterintelligence and the various details of intelligence production and records performance, yet show enthusiasm for lecturers who entertained by giving operational tales.

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d. One critique has been withheld from the above tabulation. This critique was written by a student who had spent several months in a counterintelligence job before attending this course. This student found the course repetitive, and of little value. If this be the case, the component in which the student works has done a good job but has failed to consider the need for her to attend this basic course.

e. The critique format did not provide adequate opportunity to rate the participating instructors. A measure of the students' appraisal can only be found through examination of the question used: "Rate the presentations of greatest value and of least value." This question obviously can mean differing things. In some cases lack of value may reflect the prior knowledge of the student. In another case it may reflect personality conflict or dislike. A tabulation of this comment, however, reveals that all subjects were represented in value judgements. Only two subjects received three "votes" as "least valuable." One was by a guest instructor who had trouble recasting his topic, and whose stage presence has not been noted for excellence in the past. One student did rate this same topic "most valuable." The other was the experimental topic "The CI Development of the CIA Employee." Both shall be carefully examined and revision expedited. Two topics had a split vote, but of only one student each and thus seem insignificant, but still warrant examination. The remainder were preponderantly endorsed by the students as valuable. Most of the "least valuable" votes in this latter group seem adequately explained by student interest or previous training. Nevertheless, some attention must be given to all subjects to bring them to peak effectiveness. Most of these will "shake down" as soon as the instructor participation and the course itself become better known to the participants.

f. Course critiques are Attachment C.

5. Chief Instructor Comments:

a. While this "maiden" voyage of a heavily amended course has some rough edges, it appears that the course has hit within the inner ring of the target as outlined in the course objectives. Comments such as: "Renewed my sensitivity to CI. It is a perishable sensitivity which all operations officers tend to lose in the free and relaxed environment of FI ops. In that the course brought me back to earth again, I feel that it achieved its objectives exceptionally well" are, of course, gratifying. This from a GS 11 Ops. Officer en route to an overseas station in Europe. A GS 10 Intelligence Assistant with many years of experience commented: "Had not realized it is an octopus--and that all of us must be aware of its scope and importance. It brought into focus things I knew--but hadn't

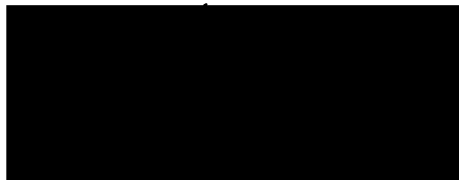
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really thought about--or connected." These comments from the more experienced personnel in the group are also compared with lesser experienced persons who still said: (to the question, would you recommend the course to other employees?) "Yes, as it provides a clear overall survey of CI." To the same question, another replied: "Yes... Believe all persons above the clerical status should have this course ASAP." An officer with a technical background in overseas areas also replied: "Yes. I would and will. It is especially of value for overseas ventures in the near future." Of course, all was not praise, some of the students provided some constructive criticisms which will be followed up.

b. Some re-tooling will be necessary for the next running. A few more operational examples will be used to satisfy the students' appetite for excitement, but we shall continue to emphasize the purpose of counterintelligence, its close relationship to other operations, and to point out the strategy and tactics of engagement rather than discuss the individual case in detail.



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Chief Instructor

Attachments (w/orig only)

- A. Student Roster
- B. Course Schedule
- C. Critiques

Distribution:

- Orig - DTR
- 1 - DDP/TRO
- 1 - CI/TRCO
- 1 - C/OS/TR
- 1 - ST/OS/TR
- 1 - Chrono

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